



Guidance & Discipline



A mother who has been hit by her husband is more likely to hit her children.
Parents who were hit when they were children or teenagers are more likely to hit their own children.
The more a parent is hit as a teenager, the greater the chances are that that parent will physically abuse his or her own child.
70% of child abuse cases begin as spanking.
Spanking hinders the development of empathy, remorse, compassion.
Spanking used at the toddler age can reduce the degree to which children develop a conscience.
If parents avoid spanking and find other ways to discipline, they are likely to have children who are easier to manage and better behaved.

-Murray Straus, leading researcher in family violence.

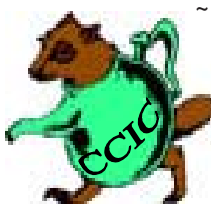
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The Child Care Information Center is a mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education.

Sponsored by the Child Care Section, Wisconsin Department of Workforce Development, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.



*~ The Badger Teapot, brewing quality caregiving
by sharing quality resources with you ~*

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Guidance: Building a Trust Relationship

Standing behind the open door and speaking through the crack, the 5-year-old said softly, “I need to tell you something you’re not going to like.”

After making sure his mother was listening, he told her what he had done. Why did this boy confess at all? He had learned through earlier experiences that despite displeasing his mother, it was better to confess and receive forgiveness. He had developed a conscience. He was learning right from wrong. He had learned that with confession, he also received help in rectifying the upset situation. He could trust his caregiver/parent. The spilled juice was wiped up, the overflowing toilet was unplugged, the broken lamp was mended; together parent and child turned the bad situation around. However, the confession was easier when not done face-to-face.

When a child behaves inappropriately, the emotions that register on a parent’s face – anger, disappointment, disapproval, surprise- have a strong impact on a child. This child had found a way to protect himself from that first confrontation by avoiding eye contact. Because children wish to please their parents, the best guidance tool parents have is eye contact. Long before they have words, babies seek eye contact with their adult caregivers. The conversations they have together then are the basis for successful guidance later. Sometimes the emotions produced by eye contact become too intense and babies will look away. In the same way, visual or verbal communication can be too difficult for preschoolers so they will find other ways to make themselves understood by acting out, withdrawing or not complying. When adults do not understand these behaviors, we often say children misbehave. However, Daniel Gartrell calls it misguided behavior. It is the job of adults to first reflect on the “why” of children’s behavior in order to change “what” the behavior is.

If we adults discipline ourselves to notice children’s signals, consider the rhythm of the child’s day, limit our adult pursuits when they conflict with children’s needs for rest and attention, and prioritize in ways that simplify and support schedules and communication, we will find that guiding children toward appropriate group behaviors is easier.



The young tired mother slapped the 3-year-old’s hand, making her own fingers smart. The tot’s eyes widened and filled with tears as he looked at her in shock. “You hit me!”, he said in disbelief. He was absolutely right; she had struck him. In that single moment, he had lost his trust in her. Though he forgave her, because this is what our children do, she could not forget that she had crossed a line. The lesson she learned bore powerful fruit. In the future, she used eye contact and words to reason with him and to explain behavior expectations. She watched for signs of impatience in both herself and her child, signaling the need to rest and change activities. She never used physical violence again to discipline her child. Together they built a trust relationship that carried them through his teens into adulthood.

—Lita Kate Haddal, editor

News & Views

Take Control and Live a Longer Life

*Deb Stapleton, Employee Assistance Program
WI Department of Workforce Development
from Living Well, DWD Bulletin 11, 2004.*



A few grim facts, followed by some hope:

- For the first time in American history, children born today are expected to have shorter lifespans than their parents, according to a recent report by the Kaiser Family Foundation. Researchers pinpoint the cause as a combination of inactivity and poor nutrition, which results in a rise of obesity-related diseases like heart disease and diabetes.
- One-third of Americans suffering from diabetes do not know that they have the disease.
- Native Americans, and those of African, Asian, and Hispanic descent, have a much higher risk of developing diabetes than those with European roots, yet may be less likely to be diagnosed.
- Type 2 diabetes, previously known as “Adult Onset” diabetes, is now commonly diagnosed in children.
- Diabetes and its complications can result in cardiovascular disease, kidney disease, eye disease, and a shorter life.
- The total annual economic cost of diabetes in 2002 was estimated to be \$132 billion, or one out of every 10 health care dollars spent in the United States. This means higher costs for everyone.

Here’s the hopeful part:

- The primary factors determining our risk for Type 2 diabetes are within our control: diet and exercise.
- The primary treatments for and methods of preventing Type 2 diabetes are inexpensive and have few negative side-effects. They are: diet and exercise.
- Medical practitioners as well as lay people are becoming better informed about the role of—you guessed it—diet and exercise.

November is Diabetes Awareness Month. Make a commitment to talk with your doctor about getting tested for diabetes, especially if you are age 45 or older, overweight, or one of the above-mentioned ethnic groups. Take the American Diabetes Association’s self-quiz to assess your risk. And check out the ADA website for more information and resources.

Top Ten Teacher Questions

by Sharon MacDonald
News from Gryphon House, December 2004.
Reprinted with permission.

Asking children questions is an essential part of everyday learning. Asking children questions increases their communication skills, problem-solving skills, and their sense of self, because asking them questions shows that you value their thinking.

In this busy season, your dialogue with children continues to be important. You may want to add the questions below to the ones you already ask children at the appropriate time and place.

1. How did that happen?
2. What can you do to make that better?
3. Where do you think that should go?
4. How many more can you add?
5. Do you need two or three minutes more?
6. How does that make you feel?
7. How does that make him (or her) feel?
8. When would be a good time for you to get that done?
9. If it gets broken or lost and no one else can use it, would you be sad?
10. What can you tell me about this?

News & Views

Finding Money for Your Child Care Business

Child care providers have options when looking for money. While it does not come easily, and without repayment obligations, it does exist. Whether you are opening or expanding your child care program, tackling a wish list of purchases, or in need of a raise, you do have options. Your options are to: a) plan and save or b) borrow.

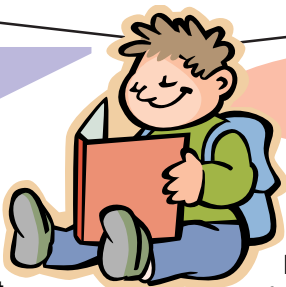
Planning and saving is valuable, and will help with unexpected repairs or a much loved big wheels replacement. By making a monthly budget for all business expenses and sticking to it you'll know how much money you can save each month towards these purchases. This is an ideal way to run your business.

Borrowing money may be your only option when you are in need of large amounts to build an exclusive child care space in your home, purchase a center, or hire more staff. You may be able to borrow from yourself, friends, or family. When choosing this option, it is important to consider the consequences of a loan on personal relationships. Using your own credit in the form of a home equity loan can be easy money to access, and is beneficial as you won't pay interest on it unless you use the money. There is no greater risk with this option, than there would be with a traditional loan.

A bank, government agency, or an alternative lender will require a written business plan; security in your home, car, and other assets; and a percentage of personal investment. Finding the right lender requires commitment from you as a business owner to meet with as many lenders as you can to find out what they offer. Each lender has different programs and motivations so don't be discouraged if the first one says no; there are others out there who will lend you money. It will take time and investment on your part to find it, but the benefit of a loan will always outweigh the risk you put yourself in by financing your business on your credit cards.

For information on WWBIC's state-wide child care loans call (608) 257-5450 in Madison or (414) 263-5450 in Milwaukee. Our Child Care loan program offers a 7% interest rate. An application and business plan outline can be found at www.wwbic.com.

The Cooperative Children's Book Center



The CCBC (Cooperative Children's Book Center) is a regular contributor to the Child Care Information Center Newsletter, compiling a list of children's books for a variety of ages around each newsletter topic. Child care providers and preschool teachers, K-12 teachers, parents, and teacher educators can all find out about books and much more by visiting the CCBC website at: <http://www.education.wisc.edu/ccbc/>

The CCBC has a wealth of information for choosing and using books with young children, including:

- Original bibliographies created by the CCBC professional staff on a wide range of themes and topics for young children.
- Book of the Week feature- find out about some of the recent books CCBC recommends.
- Links to a wide range of resources, including organizations and individuals committed to enhancing early childhood experiences through literature, such as the Read to Me program for teen mothers.
- Events at the CCBC, including book discussions and author/artist lectures. If you are elsewhere in Wisconsin, find out if there will be a CCBC presentation in that part of the state soon.
- Personal referral service for your specific question or concern related to children's books, whether you want to find out about some of the best new books for young children, or need a title to meet a specific need.

Visit the CCBC

If you will be in the Madison area, you are invited to stop by and spend time browsing the CCBC collections. You can look at the newest books published for children, or examine books pertaining to your specific needs. Contact CCBC in advance so they can make sure you get the most out of your time at the library. General questions for the CCBC staff may be emailed to: ccbcinfo@education.wisc.edu

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News & Views

Featured Research Websites

Students, teacher educators, policymakers and advocates have particular use for staying abreast of current research in our field of child care and education. However, they are not alone in finding useful reading at the following websites; browse these websites and learn!

www.childcareresearch.org

The Child Care & Early Education Research Connections website is designed to promote high-quality research to be used in policymaking. It includes a searchable research collection, data sets for secondary analysis, specially developed syntheses, and a 50-state data tool that enables users to compare policies within and across states.

<http://www.uwex.edu/ces/flp/wccrp>

The Wisconsin Child Care Research Partnership (WCCRP) is one of nine federally-funded research partnerships in the United States whose mission is to focus attention on the quality of early care and education in Wisconsin, particularly on services to low-income preschool children, through research and evaluation. Beginning with funding in 2000 from the Child Care Bureau in the Department of Health and Human Services, the WCCRP has a research and evaluation team housed at University of Wisconsin-Extension that conducts surveys, studies, and administrative data reviews related to early care and education. The three partners of WCCRP are the Wisconsin Department of Workforce Development (Child Care Section), the Wisconsin Child Care Resource and Referral (CCR&R) Network, and the University of Wisconsin-Extension. WCCRP produces *Public Policy Options*, a quarterly paper focusing on policy information, and *Brief & To the Point*, a publication featuring research results.

<http://www.tcrecord.org>

TCRecord, the Voice of Scholarship in Education, at Teachers College, Columbia University, New York, NY, is dedicated to building a useful online site for educational researchers, their students,



educators, and all those interested in the field of education. The TCRecord.org weekly email newsletter alerts subscribers to the newest work in the field. TCRecord.org may also be used as an outlet for your own work.

The TCRecord database of articles and links to other online articles can be used to explore online content and develop reading lists for classes. Online discussions and resource sharing make this site dynamic.

<http://www.ed.gov/free>

Federal Resources for Excellence in Education (FREE). For research applications, don't forget the excellent variety of teaching and learning resources available at the F.R.E.E. web site.

New Website to Watch

<http://www.kindersite.org>

The Kindersite: Where Children Play and Teachers Learn. The mission of the Kindersite Project for Preschool and Kindergarten Age Children is to understand how, or even if, computers and technology should be introduced as a tool of education for young children.

This website consists of 2 major elements:

1. A tool for early learners. The content database offers early learners, with the aid of caregivers, a tool to find and use games, songs and stories, accessing graded content suitable for 2 to 6 year olds from 1000s of other linked resources.
2. A tool for researchers. A system for the collation and reporting of research data which offers researchers a number of options for data acquisition to be followed up offline with email controlled focus groups so as to understand outcomes better. Purpose-built areas of the site may be built for specialized projects.

The site is already being used as a resource by educators in about 95 countries with 260 schools participating in site trials in 34 countries.

News & Views

WHAT ABOUT THE DADS?

New Data Book Offers First Comparative Portrait of Mothers and Fathers in America



- Fathers who live with their children are engaged in monitoring their daily activities and setting limits; for example, 61 percent set limits on television viewing.
- Most fathers who live with their children participate regularly in some kind of leisure or play activity with them; for example, 68 percent played sports or participated in outdoor activities with their children at least once a week.

From *ChildTrends*, Washington, DC

How do men feel about parenthood? How involved are fathers in day-to-day parenting activities? Do men think single parents are just as effective as two-parent families? Do men wait longer to have children? Child Trends has released a first-of-its-kind report on parents - including fathers. While most parenting statistics have focused only on mothers, this report looks at what we know about both parents, offering a more complete picture of family life in the United States.

"Most reports on parents tend to focus on mothers, often because they have been the main source of information about families," said Brett Brown, Ph.D., senior research associate at Child Trends. "This report is important because for the first time we have a comprehensive picture of how mothers and fathers feel about parenting, how they parent and how they came to be parents. It is also important because it points out where we are lacking important, quality, timely data."

Findings in the report include:

- Men are much more likely than women to believe that two parents are more effective at raising children than one parent alone; 26 percent of fathers vs. 42 percent of mothers believe one parent is sufficient.
- More than one in five young children in two-parent families have their father as the primary caregiver when the mother is at work, attending school or looking for work.
- Men are generally older than women when they have their first child; 11 percent of males were parents as teens, compared to 33 percent of women.

The report details more than 40 indicators in three areas: parenting, family formation and fertility. Topics include: parenting practices, activities with children, child care, parents and schools, custody arrangements and nonresident parents, marriage, divorce and cohabitation, and sexual activity and contraception.

Charting Parenthood: A Statistical Portrait of Fathers and Mothers in America is available as a free PDF download (http://www.childtrends.org/_portalcat.cfm?LID=02D6BF87-8C2A-407D-BA412F08FC47869E&CID=35C0D4E0-7E24-473C-A2BA891C4C598D21) or can be purchased on Child Trends' publications page at www.childtrends.org

Child Trends, founded in 1979, is an independent, nonpartisan research center dedicated to improving the lives of children and their families by conducting research and providing science-based information to the public and decision-makers.

**Dear Lord,
Stop the other kids from hitting
back.**

**-C.C., age 5, saying
his bedtime prayers.**

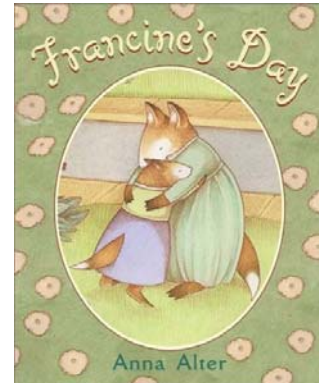
Great Expectations: Books to Help Young Children Learn About Good Behavior

*Compiled by Merri V. Lindgren / Cooperative Children's Book Center
School of Education / University of Wisconsin-Madison*

Visit your local library to borrow these books. If they are not available at your local library you may request them through interlibrary loan service.

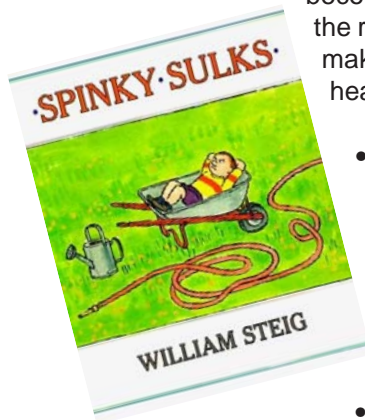
Bad Moods & Bad Days

- **Francine's Day** by Anna Alter. Greenwillow / HarperCollins, 2003. 28 pages. Ages 3-6.
Francine feels out of sorts from the moment she wakes up. She doesn't want to get out of bed, go to school, or sing the "Good Morning Song." What child hasn't had a day like Francine's, when every step is a struggle? Luckily, Francine's mother and her teacher gently guide her through the difficult day.



- **Lilly's Purple Plastic Purse** by Kevin Henkes. Greenwillow, 1996. 32 pages. Ages 4-8.

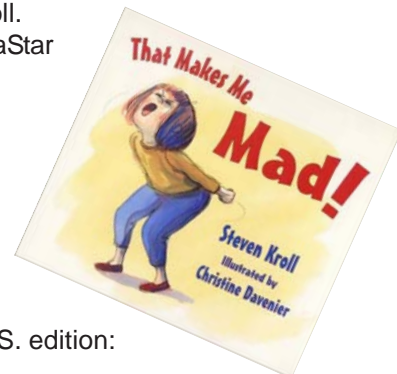
Lilly loves Mr. Slinger, her teacher, until the day she brings a new purse, sunglasses, and three shiny quarters to school. The new possessions become such distractions to her that Mr. Slinger removes them to his desk for the remainder of the day. Lilly's mean-spirited retaliation to his action soon makes her miserable. Her parents and Mr. Slinger help their basically warm-hearted, strong-willed mouse child to move beyond the anxious episode.



- **Spinky Sulks** by William Steig. Michael di Capua Books / Farrar Straus Giroux, 1988. 28 pages. Ages 3-7.
Nothing pleases Spinky, the youngest child in a family of six – not even the clown his parents hired to cheer him up. It is only after he has had some time to himself to think the situation over that he manages to snap out of his sulky state. Exaggeration and the permanent scowl on Spinky's face provide much of the story's humor.

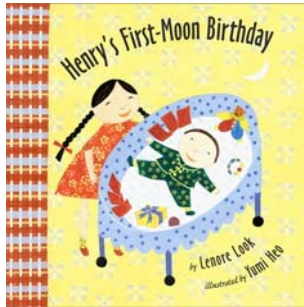
- **That Makes Me Mad!** by Steven Kroll. Illustrated by Christine Davenier. SeaStar Books, 2002. 32 pages. Ages 3-7.

Nina gives voice to the frustrations of childhood, as she lists the things that make her mad. She concludes by acknowledging "it makes me feel better when you let me tell you how angry I am!"



Bending Rules, Testing Limits

- **Amy Said** by Martin Waddell. Illustrated by Charlotte Voake. U.S. edition: Joy Street / Little, Brown, 1990. 24 pages. Ages 3-6.
Amy is full of good ideas to rectify the effect of the mischief she and her little brother have created during their stay at Gran's. Story and illustrations demonstrate how two active preschoolers at play can make plenty of work for themselves and for someone else, too.



- **Clean Your Room, Harvey Moon!** by Pat Cummings. Bradbury Press, 1991. 32 pages. Ages 3-6.

The Voice of Doom that Harvey Moon hears when he's settled down to watch Saturday morning cartoons is that of his mother, reminding him to clean his room. A humorous, rhyming text lists the ordinary and the extraordinary items poor Harvey has to find a place for in his problem bedroom.

- **Henry's First-Moon Birthday** by Lenore Look. Illustrated by Yumi Heo. An Anne Schwartz Book / Atheneum, 2001. 32 pages. Ages 4-7.

Jen announces that she's been in charge of the household since her mother gave birth to her little brother Henry exactly one month ago. And certainly this assertive little girl thinks she's in charge. Readers will notice that it's really her Chinese grandmother who's running the show, as the family prepares for a celebration to mark the baby's first month of life. Jen would try the patience of many adults, but lucky for her, she has a grandmother who understands her completely and who is equal to the task of caring for her.

- **How Do Dinosaurs Say Good Night?** by Jane Yolen. Illustrated by Mark Teague. The Blue Sky Press / Scholastic, Inc., 2000. 32 pages. Ages 2-6.

"How does a dinosaur say good night when Papa comes in to turn out the light? / Does a dinosaur slam his tail and pout? Does he throw his teddy bear all about?" The original humor of the text is enhanced by illustrations that show young dinosaurs towering over their human parents, sometimes filling the entire bedroom as they stomp and roar.

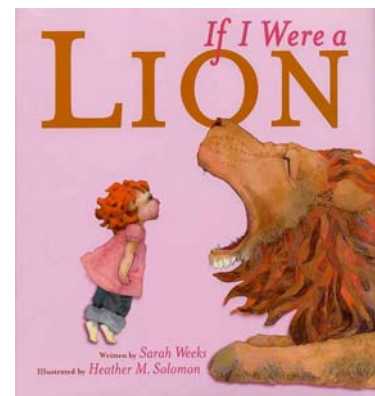
- **No, David!** by David Shannon. The Blue Sky Press / Scholastic, Inc., 1998. 32 pages. Ages 2-5. Like many parents of active preschoolers, David's mother seems to give nothing but negative feedback to her child. Don't put so much food in your mouth, don't play ball in the house, don't make a mess ... the list is endless. Comic illustrations show the irrepressible youngster throughout his chaotic day, which despite the mayhem, ends with a hug and the words "Yes, David ... I love you!"

- **The Wolf Who Cried Boy** by Bob Hartman. Illustrated by Tim Raglin. Putnam, 2002. 32 pages. Ages 4-8.

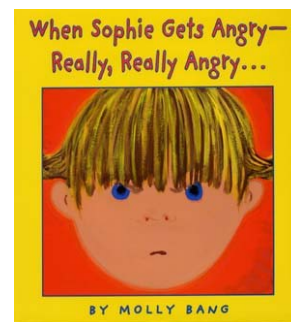
A hilarious send-up of Aesop's fable "The Boy Who Cried Wolf" involves the meal preferences of a family of wolves. After complaining about the recent lack of boy on the menu, Little Wolf delays his next two dinners by falsely claiming to have seen boys in the vicinity. His folks soon catch on to his trick, and so pay no attention when he tells them about the actual troop of boys just outside the den. This humorous fractured tale offers high entertainment and a very low threshold of fright.

Time-Out

- **If I Were a Lion** by Sarah Weeks. Illustrated by Heather M. Solomon. Atheneum, 2004. 32 pages. Ages 3-6. When her mother sends her to the time-out chair for behaving "wild," a small girl with a big imagination spends her confinement cataloging what it really means to be wild.

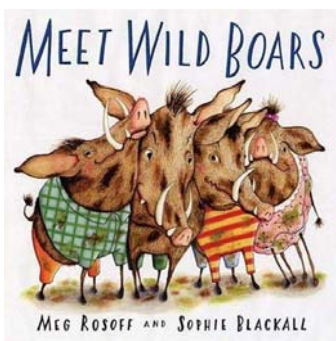


- **Olivia** by Ian Falconer. An Anne Schwartz Book / Atheneum, 2000. 32 pages. Ages 3-7.
Olivia, a preschooler pig with a mind of her own, describes her typical daily activities. She chooses what to wear, copes with her little brother, goes to an art museum (and then creates her own painting on her bedroom wall, much to her mother's dismay), and negotiates three bedtime books instead of one.
- **The Thinking Place** by Barbara M. Joesse. Illustrated by Kay Choroa. Knopf, 1982. 32 pages. Ages 4-6.
Elisabeth has been sent to "the thinking place." She is to think about why she put candy corn in the dishwasher, necessitating an expensive repair. The thinking place is boring, and Elisabeth calls on her vivid imagination to help pass the time.
- **When Sophie Gets Angry—Really, Really Angry** by Molly Bang. Blue Sky / Scholastic, 1999. 36 pages. Ages 2-7.
When her sister snatches a stuffed gorilla out of Sophie's hands, young Sophie gets so angry that she kicks and screams, roars a "red, red roar," and feels like a volcano ready to explode. Rather than striking out, Sophie then spends some time alone, which allows her to put the pieces of her world back together.



Does Not Play Well with Others (a lighthearted look at bad behavior!)

- **Bootsie Barker Bites** by Barbara Bottner. Illustrated by Peggy Rathmann. Putnam, 1992. 32 pages. Ages 3-6.
Bootsie Barker is a terror of a girl who wears a dainty hat, a frilly dress, pink cowboy boots—and a treacherous grin that she shows only to other children. The narrator of this wry story dreads those days when her mother babysits for Bootsie ("Play nicely, girls!"). Since Bootsie is the sort of child adults think is sweet, her beleaguered playmate must come up with her own solution to the Bootsie problem.



- **Meet Wild Boars** by Meg Rosoff. Illustrated by Sophie Blackall. Henry Holt, 2005. 32 pages. Ages 4-8.
Boris, Morris, Horace, and Doris are wild boars with absolutely no redeeming qualities. Rude, dirty and tricky, they sometimes claim to be good, but inevitably revert to their true nasty nature. Children will enjoy contemplating how they—even in their most disobedient moments—never, ever could be as bad as a wild boar.
- **A Weekend with Wendell** by Kevin Henkes. Greenwillow, 1986. 32 pages. Ages 4-7.
A young weekend guest monopolizes little Sophie's toys and her parents' attention until she figures out how to make some of the rules for imaginary play, too.

To read longer descriptions of the books listed above, visit the CCBC website at:

<http://www.education.wisc.edu/ccbc/>

Then click on "Early Childhood Care Provider" to find original bibliographies for young children.

KID'S SAFETY NEWS

Furniture Can Tip Over On Children

Children can be seriously injured or even die if furniture tips over on them. The U.S. Consumer Product Safety Commission (CPSC) estimates that 8,000 to 10,000 victims are treated annually in U.S. hospital emergency rooms for injuries associated with the tip over of furniture. CPSC also receives reports of about six deaths each year. The majority of these injuries and deaths are to children.*

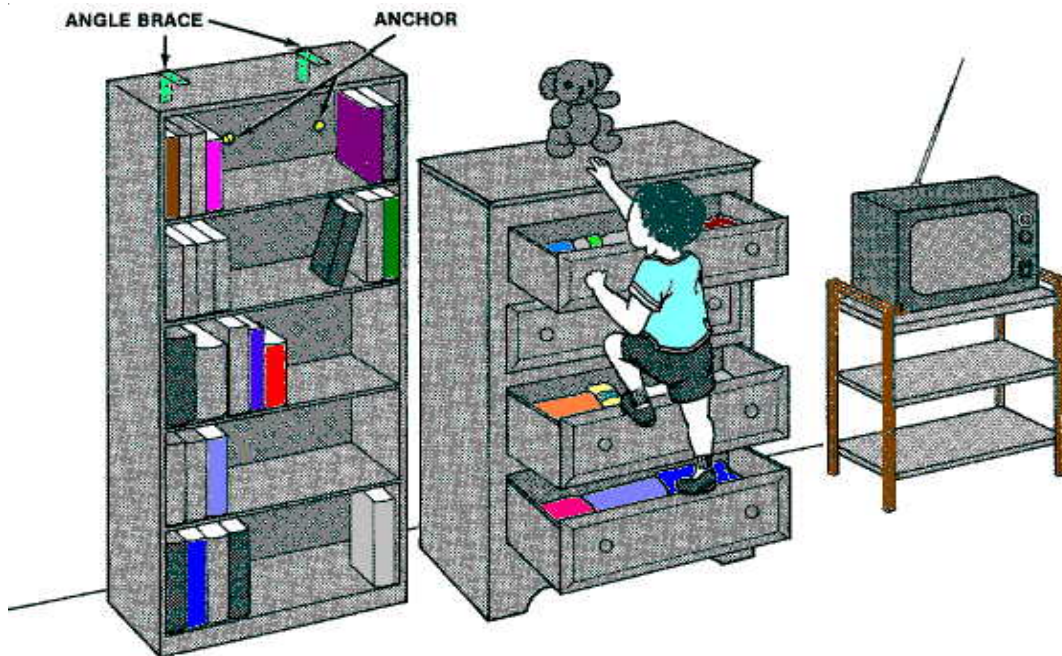
These injuries and deaths frequently occur when children climb onto, fall against, or pull themselves up on shelves, bookcases, dressers, bureaus, desks, chest, and television stands. Children often climb open furniture drawers to reach something on top or from the top drawer. The uneven additional weight causes the furniture to tip over when the child gets closer to the top. In other cases, television sets placed on stands or on top of furniture tip over when children climb, fall against or pull themselves up on the furniture or TV stand.

What You Can Do! –

1. Use angle braces or anchors to secure furniture to the wall. Many furniture and hardware stores have these anchoring devices available at a reasonable price.
2. Place televisions on lower furniture, as far back as possible.

* Please note that the views expressed here are those of the CPSC staff, have not been reviewed or approved by, and may not constitute the views of, the Commission.

For more information on safety, contact CPSC at (800) 638-2772 or visit their website: www.cpsc.gov



⚠ WARNING

**Young children can be killed when furniture tips over.
Place TVs on lower furniture, as far back as possible.
Use angle-braces or anchors to secure furniture to wall.**

Items-to-Keep

- articles, booklets, brochures, factsheets -

Guidance Techniques

1. **Guidance techniques that work.** *Texas Child Care*, Spring 2002. This article is full of examples that illustrate why and how “guidance” is preferable to “discipline”. For instance, focus on “dos” instead of “don’ts”, work with children not against them.
2. **Threat or consequence: What’s the difference?** Eleanor Reynolds. *Early Childhood News*, July/August 1999. Consequences allow children to change their behavior by experiencing the results of their own actions.
3. **Appropriate limits for young children: A guide for discipline, Part 2.** Karen DeBord. North Carolina Extension, 1996. <http://www.ces.ncsu.edu/depts/fcs/human/pubs/limits2.html> Parenting styles influence the way children develop. Activities and teaching guide to prompt group discussion.
4. **Discipline that works: The ages and stages approach.** University of Maine Extension *Family Issues Facts*, 2004. Handy chart of emotions and guidance tips for ages 0-10 years.
5. **Guidance and discipline – A developmental approach.** Lesia Oesterreich. From *Iowa family child care handbook*. Iowa State University Extension, 1995. <http://www.nncc.org/Guidance/guide.dev.apprch.html> Explanation of over 12 types of guidance, such as, active listening and modeling.

Conflict Resolution

6. **Teaching children to resolve conflict.** Joyce Fittro. *Ohio State University Extension Fact Sheet*. <http://ohioline.osu.edu/hyg-fact/5000/5195.html> Identifies the steps in working out differences. Problem solving starts with getting the facts and the feelings first. Children think out their own solutions.
7. **Working together to work out conflicts.** Marie W. Sloane. *Texas Child Care*, Winter 1999. In the real world, it is hard to solve the problems that make children quarrel. Help children voice their feelings and make amends. Saying “I’m sorry” should be sincere and the child’s choice.
8. **When kids quarrel.** *Texas Child Care/Texas Parenting News*, Summer 2004. What do children learn from arguing and when should we intervene?
9. **“Stop! Mine!” Negotiating with infants and toddlers.** Eleanor Reynolds. *Early Childhood News*, May/ June 1998.

Time-Out

10. **Is time-out right for me?** Kari Nelson. University of Minnesota Extension Service *Info-U*, 1997/2002. <http://www.extension.umn.info-u/families/BE616.html> Time-out is for 3-12 year-olds but the child should decide how long the time-out lasts.
11. **Replacing time-out: Part 1- Using guidance to build an encouraging classroom; Part 2- Using guidance to maintain an encouraging classroom.** Daniel Gartrell. *Young Children*, November 2001/ March 2002. Why time-outs are not helpful to children’s development and how to replace them with other guidance techniques.
12. **Teachers on teaching: A place away – the sand tray.** Bette Simons. *Young Children*, March 2002. Children can find an emotional oasis when playing alone with sand.

School-Agers

13. **16 tools for effective parents.** Virginia Molgaard, May 1995. Revised by Kimberly Greder. *Parenting Preteen and Early Teens*, April 2003. Iowa State University Extension. <http://www.extension.iastate.edu/Publications/PM1547F.pdf> - 45.9KB Children's changing bodies, mood swings, and growing independence are a few of the challenges to the preteen/teen/parent relationship. Ideas for how to stay connected with children ages 10-14 years old.

Preschoolers

14. **Guiding behavior.** *Everyday TLC*, June 6, 2005. Preschoolers can pound, mash and knead cookie dough to get the anger out. Saying "no" is a way for toddlers to say, "I have my own opinion." Limits set for one-year-olds need to be consistent and respectful of the baby.
15. **Developmental discipline in the early childhood classroom.** Eileen S. Flicker & Janet Androm Hoffman. *Young Children*, September 2002. The philosophy of guidance. "Using observation and one's knowledge of the individual child, the situation, and child development to guide behavior is what we call developmental discipline."

Toddlers

16. **Disciplining your toddler.** Lesia Oesterreich. Iowa State University Extension, 1993. <http://www.nncc.org/Parent/uc.disctod.html> Toddlers are not yet able communicate their needs and frustrations. This makes for emotional upsets. Good tips for making toddler days smoother include: establish a routine, distract, redirect, remove and isolate when necessary.
17. **When toddlers act like...toddlers.** Lisa Peters O'Breien. *Parenting*, November 2004. Pushing, hitting, dawdling, stripping, not sharing, saying "no"; what should you do?

Infants

18. **A beginner's guide to discipline.** Dr. William Sears. *BabyTalk*, September 2003. Six strategies against baby problem behaviors such as hitting, grabbing, screeching, clinging.
19. **Baby care basics: What every infant caregiver needs to know.** *Texas Child Care*, Spring 2002. Successful infant guidance includes promoting bonding, setting your schedule to the baby's pace, talking to the baby, and going outdoors everyday.

Challenging Behaviors

20. **Parenting spirited children.** Kari Nelson. University of Minnesota Extension *Info-U*, 1997/2003. <http://www.extension.umn.edu/info-u/families/BE614.html> Some children need more clear-cut signals and physical cues to help them behave appropriately.
21. **Working with the child who shows attention problems.** Dr. Stanley I. Greenspan. *Scholastic Early Childhood Today*, September 2004. Reasons why children have difficulty paying attention.
22. **Positive behavioral supports: A process for teaching desired behavior.** Benjamin W. Smith. *Texas Child Care*, Summer 2004. A formal approach to planning behavior change by observing the child, the environment, what happens before and during behavior upsets and who is involved. The teacher must understand the "why" of problem behavior and help the child learn replacement behavior.

23. **The latest news on ADHD.** Debra Gordon. *Parents*, September 2004. Attention Deficit Hyperactivity Disorder affects as many as 12 % of school-age kids.
24. **Caring for children with special needs: Challenging behaviors.** Doreen B. Greenstein. North Carolina Cooperative Extension Service, 1998. <http://www.ces.ncsu.edu/depts/fcs/human/pubs/nc09.html> How to manage destructive and noncompliant behaviors and select inclusion strategies.

Troublesome Situations

25. **Bedtime struggles (Ages 2-4).** Lori Zierl. UW-Extension *Young Families*. August 2005.
26. **Those four-letter words.** Christine M. Todd. University of Illinois Extension *Day Care Center Connections*, 1992. http://www.nncc.org/Guidance/sac14_4letter.words.html Swearing and bad language.
27. **Cleaning up.** Marilyn Lopes. University of Massachusetts Cooperative Extension *CareGiver News*, July 1993. <http://www.nncc.org/Guidance/cleanup.html>
28. **Dealing with morning madness.** Elaine Collins. Ohio State University Extension, 1997. Organize the beginning of the day.
29. **Kids and competition.** University of Arkansas Extension. http://www.arfamilies.org/family_life/parenting/special_challenges/kids_and_competition.asp Some points to remember when helping children deal with disappointment and being compared to others when striving for grades and in sports.
30. **“Go away! You can’t play!”** Eleanor Reynolds. *Early Childhood News*, January/ February 1999.
31. **The challenge of boys in our early childhood programs.** Francis Wardle. *Early Childhood News*, January/February 2004.
32. **Getting along: Brothers and sisters.** Lesia Oesterreich. Iowa State University Extension, 1996. <http://www.nncc.org/Parent/ga.brosis.html>
33. **Your child and violent media.** Urla McDowell & Ted G. Futris. Ohio State University Extension, 2001. <http://ohioline.osu.edu/flm01/FS18.html> Video games and TV offer poor role models and desensitize children’s feelings.
34. **Take the ravel out of travel.** Lesia Oesterreich. Iowa State University Extension, 1996. <http://www.nncc.org/Release/ravel.travel.html> How to make cartrips more pleasant.
35. **“That’s not my rule!” How to work with children who won’t follow rules.** Polly Greenberg. *Scholastic Early Childhood Today*, January/February 2005.

Bullying

36. **When kids bully: How can we help?** Dawn Bremer. Prevent Child Abuse Wisconsin, 1999. http://www.geocities.com/pca_wi/bullying.html Everyone must feel safe and have someone to talk to.
37. **Bullying: The problem and how to deal with it.** Mary Drecktrah & Lisa Blaskowski. *Early Childhood News*, October 2000. Traits of bullies and victims.
38. **Bullies make life miserable for many kids.** Ronald Pitzer. University of Minnesota Extension *Info-U*, 2003. <http://www.extension.umn.edu/info-u/families/BF923.html> What to do if your child is a bully.

39. **Bullying is not a fact of life.** U.S.Dept. of Health & Human Services, 2004. 35-page booklet.

Anger

40. **Handling aggression.** Charles Smith. University of Illinois Extension *Day Care Connections*, 1(4), 1992. http://www.nncc.org/Guidance/dc14_handl.aggression.html Identify and lose your own anger. Help children name their own feelings and find their own alternatives.
41. **Myths about spanking.** Moen Sprain. University of Minnesota Extension *Info-U*, 1995/1999. <http://www.wxtension.umn.edu/info-u/families/BE714.html>
42. **Preventing violence through anger management.** Mary Drecktail & Amy Wallenfang. *Early Childhood News*, November/December 1999. ABCD conflict solving: Ask what the problem is; Brainstorm solutions; Choose the best one; Do it.
43. **Helping young children manage the strong emotion of anger.** Marian Marion. *Early Childhood News*, November/December 2002. How to help children create new “emotional scripts”; developing acceptable ways to let off steam.
44. **Temper tantrums.** Lesia Oesterreich. Iowa State University Extension *Understanding Children*, November 2003.
45. **Shame on you! The devastating damage that humiliating a child can do.** Paula M. Siegel. *Working Mother*, January 1993.

Building Relationships

46. **Communicating with young children.** Peggy Harrelson. Virginia State University Extension, July 1996. <http://ext.vt.edu/pubs/family/350-022/350-022.html> How to get kids attention and keep your messages simple.
47. **Healthy relationships start here.** *Everyday TLC*, June 2, 2003. Ideas for practicing eye contact and defining personal space.
48. **Enjoying each child as an individual.** H. Wallace Goddard. University of Alabama Extension *Principles of Parenting*. <http://www.humsci.auburn/parent/individual/index.html>
49. **Am I spoiling my child?** Ellen Abell. University of Alabama Extension *Principles of Parenting*. <http://www.humsci.auburn/parent/individual/index.html>
50. **Teacher-child relationships throughout the day.** Sara Gable. *Young Children*, July 2002. Adults must continuously “read” each child and adjust routines accordingly.

Character Development

51. **Beyond please and thank you.** Dora Fowler. *Early Childhood News*, July/August 1997. At what ages can children expect to learn polite behaviors?
52. **Toddler time: First steps in sharing and caring.** Jeannine Perez. *First Teacher*, November/December 1996. Activity ideas for tuning in to others.

53. **Children and respect.** Marilyn Ellis. University of Maine Extension *Family Issues Facts*. <http://www.umext.maine.edu/onlinepubs/htmpubs/famissues/8050.htm> How adults show respect and disrespect for children. Do we create trouble for ourselves?
54. **Fostering goodness & caring: Promoting the moral development of young children.** Ruth Wilson. *Early Childhood News*, November/December 2004. Theories of moral development are explained and translated into guidelines to help children become more caring of others.
55. **Raising a child who's thankful (not spoiled).** Valerie Frankel. *Parenting*, November 2004. "5 simple ways to help your child appreciate all she has." Manners, gratitude, listening, and empathy are signs of positive values being established in children's characters.

De-Stressing

56. **Children and physical activity- Have fun and be fit.** Luane Meyer. UW-Extension *Young Families*, January 2005. Being active burns up energy and improves moods.
57. **Why kids need alone time.** Patricia McCormick. *Parents*, May 1995.
58. **Calming the anxious child.** Ronnie Ginsberg. *Early Childhood News*, January/ February 2004. Anxiety can prompt inappropriate behavior. "Teach relaxation techniques" and other tips.
59. **Feeling frazzled?** Marilyn Jones. University of Massachusetts Extension, *CareGiver News*, June 1993. <http://nncc.org/Prof.Dev/feel.frazl.html> Reasons adults lose their tempers and tips to ease stress.

Environments

60. **Use the environment to prevent discipline problems and support learning.** Nancy Ratcliff. *Young Children*, September 2001. "An organized and well-thought-out classroom and the structure of activities, the daily schedule, routines, and transitions can help prevent discipline problems."
61. **Classroom basics: How environments affect young children.** Laverne Warner. *Texas Child Care*, Fall 2001. What do you have in your center that promotes children's social-emotional growth? Design and organization make a difference.
62. **Guiding children in learning centers.** Cathy Abraham. *Texas Child Care*, Winter 2003. How to choose themes for learning centers and know where to place them in the room.
63. **Basic premises of classroom design: The teachers' perspective.** Terri Jo Swim. *Early Childhood News*, November/December 2004. How to make a floor plan.
64. **Spaces: Room layout for early childhood education.** Community Playthings. Free staff development tools include a 16-page booklet demonstrating the reasoning behind the six-steps to planning a new room layout and videos on block play and meeting children's needs through the environment.
65. **Time out or time change?** Genan T. Anderson. *Texas Child Care*, Winter 2001. Changing the schedule can help behavior problems go away.

Guiding Staff

66. **Guiding staff training? Vygotsky and Gardner can help.** Genan T. Anderson. *Texas Child Care*, Fall 2003. Observe children and adults and apply theories of learning to both. What is ZPD, scaffolding, and multiple intelligence?

67. **Turning “problem” staff into great staff: 10 principles for working with your staff.** Michael Morrow. *School-Age Notes*, April 2005. Everyone needs to feel safe. Communicate calmly and promptly.
68. **Nine questions all teachers ask about discipline.** *Texas Child Care*, Fall 1999. How do I get kids to listen? How do I make them share? What can I do about violent play? And more...
69. **The secret of child-centered routines.** Eleanor Reynolds. *Early Childhood News*, September/ October 1998. Organizing routines and transitions.

Spanish/English for Parents

70. **Setting Limits/Cómo imponer límites.** Joan E. LeFebvre. *Parenting the Preschooler*, December 1995. <http://www.uwex.edu/ces/flp/pp/> What kind of limits? Limit your limits!
71. **Listening to love in action/ Escuchar es la práctica del amor.** Joan E. LeFebvre. *Parenting the Preschooler*, January 1997. <http://www.uwex.edu/ces/flp/pp/> Listening is the first step in guiding children's behavior. How well do you listen?
72. **Focus on “do” instead of “don’t”/ Enfóquese en “haz” en lugar de “no hagas”.** Joan E. LeFebvre. *Parenting the Preschooler*, August 1997. <http://www.uwex.edu/ces/flp/pp/>
73. **Catch your child being good/ Sorprenda a su niño portándose bien.** Joan E. LeFebvre. *Parenting the Preschooler*, September 1997. <http://www.uwex.edu/ces/flp/pp/> How to praise effectively and give children attention that positively affects their behavior.
74. **Parent self-care/ Cómo pueden los padres cuidarse a sí mismos.** Joan E. LeFebvre. *Parenting the Preschooler*, March 2003. <http://www.uwex.edu/ces/flp/pp/>

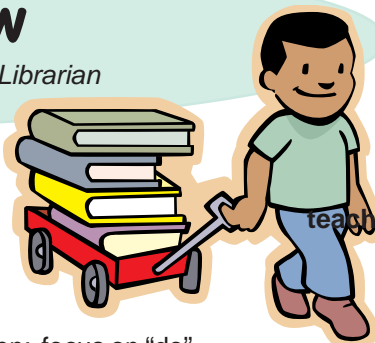
Parent Handouts

75. **Helping young children behave.** Ellen Abell. University Alabama Extension *Principles of Parenting*. <http://www.humsci.auburn/parent/behave/index.html> The principles of good parenting and behavior guidance are pleasantly presented in this article for parents and caregivers.
76. **Ten tips for parents.** *Ohio State University Extension Fact Sheet*. http://ohioline.osu.edu/hyg-fact/5000/ha_5.html Sensible mottos to remember, such as, “actions speak louder than words” and “separate the deed from the doer.”
77. **Tips for parents: Natural consequences.** University of Georgia Extension, August 2001. A brochure for parents explaining the technique of letting children learn lessons from the results of their behavior.



Books-to-Borrow

Annotations by Glenna Carter, CCIC Acquisitions Librarian



Short and to the Point

78. **Discipline Is not a dirty word : A workshop outline for parents, teachers and caregivers of young children.** 3rd ed. Jennifer Birckmayer and Robert Frasier Anderson. Ithaca, NY: Cornell University, 2001. 48 pgs. This workshop teaches seven principles of discipline that parents, teachers, and caregivers can use with young children: focus on “do” instead of “don’t” statements; help children feel lovable and capable; offer children appropriate choices, change the environment rather than the child’s behavior in certain situations; work with rather than against children; give children safe limits they can understand; and set a good example.
79. **A guide to discipline.** Revised ed. Jeannette Galambos Stone. Washington, DC: National Association for the Education of Young Children, 1978. 30 pgs. Warm, understanding advice for preschool teachers, presented in a conversational tone with lots of examples from everyday life with children.
80. **Meeting the challenge: Effective strategies for challenging behaviours in early childhood environments.** Barbara Kaiser and Judy Sklar Rasminksy. Ottawa, Ont: Canadian Child Care Federation, 1999. 40 pgs. If you feel frustrated and defeated when confronted with a child with very challenging behaviors, here’s a lifeline. This reader-friendly book offers easily understandable ideas and strategies proven to work for children with the most challenging behaviors—and to benefit every child in your setting.

Taking a Longer Look

81. **The bully, the bullied, and the bystander: From pre-school to high school: How parents and teachers can help break the cycle of violence.** Barbara Coloroso. New York: HarperCollins, 2002. 218 pgs. Bullying, though commonplace, is not healthy, not normal, certainly not necessary, and in fact is devastating to many children. This book shows how, with care and commitment, we can rechannel the behaviors of the bully into positive leadership activities, acknowledge the nonaggressive behaviors of the bullied child as strengths that can be developed and are honored, and transform the role of the bystander into that of a witness, someone willing to stand up, speak out, and act against injustice.
82. **Developmentally appropriate practice in early childhood programs.** Rev. ed. Sue Bredekamp. Washington, DC: National Association for the Education of Young Children, 1997. 182 pgs. Contrasts appropriate and inappropriate practices in the care and education of children ages 0-2, 3-5, and 6-8. Includes an overview of each period of development, a thoughtful analysis of the principles underlying developmentally appropriate practice, and guidelines for classroom decision making.
83. **I love you rituals: Activities to build bonds and strengthen relationships with children.** Rev. ed. Becky Bailey. Oviedo, FL: Loving Guidance, 1997. 208 pgs. “I Love You Rituals” are delightful interactions and games adults can play with children from infancy to eight years of age that send the message of unconditional acceptance.
84. **Positive time-out: And over 50 ways to avoid power struggles in the home and the classroom.** Jane Nelsen. Rocklin, CA: Prima Pub, 1999. 175 pgs. Knowing when to take time to calm down and cool off to gain access to inner wisdom and common sense is an important life skill. Instead of using time-out as a punishment, adults can use it to teach children this skill. This book will help you clarify the differences between the abuses and effective uses of time-out.

85. **So this is normal too?** 2nd ed. Debbie Hewitt. St. Paul, MN: Redleaf Press, 1995. 141 pgs. To help teachers and parents work out normal developmental issues in young children, this book gives easy-to-understand child development information on 16 challenging behaviors (such as tattling, lying, and biting), suggests actions to be agreed to by both parent and teacher, and gives a well-designed parent/provider planning form for each behavior.
86. **Time-in: When time-out doesn't work.** Jean Illsley Clarke. Seattle, WA: Parenting Press, 1999. 74 pgs. The four parts of Time-In are: Ask, to teach the child to think; Act, to redirect or interrupt behavior; Attend, to the person, feelings, situations, or objects; Amend, to right a wrong. Use of the Time-In process will help you handle any behavior in children ages one to 12 years, while teaching children to be competent, to think, and to succeed, and giving them the sense of connection and trust they desperately need.

Infants, Toddlers, and Twos

87. **Behavior guidance for infants and toddlers.** Alice S. Honig. Little Rock, AR: Southern Early Childhood Association, 1997. 63 pgs. Specific positive discipline techniques designed for children from birth to three years.
88. **How you are is as important as what you do...in making a positive difference for infants, toddlers and their families.** Jeree H. Pawl and Maria St. John. Washington, DC: Zero to Three, 1998. 44 pgs. An adult feeds a baby: when the baby is hungry or when it is convenient for the adult, in a lap that feels safe and familiar or with arms that communicate tension or disgust? A parent and a professional talk about a toddler: with trust in each other or with suspicion and fear, in a quiet comfortable corner or on the run when one or both are distracted or fatigued? This is a book of very touching stories to help you think about "how you are" with children and their families.
89. **Secure relationships: Nurturing infant/toddler attachment in early care settings.** Alice Sterling Honig. Washington, DC: National Association for the Education of Young Children, 2002. 78 pgs. Loving, responsive, and consistent care from primary caregivers is key to young children learning to form relationships and for their emotional well-being in childhood and beyond. When a caregiver uses the suggestions in this book to build a child's secure attachment to her, she can count on the power of that emotional bond to increase the child's cooperation with her requests.

Preschoolers

90. **Challenging behavior in young children: Understanding, preventing, and responding effectively.** Barbara Kaiser and Judy Sklar Rasminsky. Boston, MA: Allyn and Bacon, 2003. 274 pgs. Challenging behavior is behavior so disruptive that the child who displays it makes it almost impossible for you to provide a good learning experience for the other children. This excellent book gives you the basic facts and skills you need in order to understand and prevent challenging behavior, to address it effectively when it occurs, and to teach appropriate alternatives.
91. **Common sense discipline: Building self-esteem in young children: Stories from life.** Grace L. Mitchell and Lois Dewsnap. Glen Burnie, MD: TelShare Publishing, 1995. 222 pgs. Discipline is the slow, bit-by-bit, time consuming task of helping children see the sense in acting a certain way. This book uses dramatic stories to portray real-life issues and conflicts often encountered by parents and teachers of young children, such as children dividing time between divorced parents, grandparents raising children, and working with children who have disabilities. Each scenario is followed by practical approaches to solving these problems.

92. **Fostering children's social competence: The teacher's role.** Lilian G. Katz and Diane E. McClellan. Washington, DC: National Association for the Education of Young Children, 1997. 116 pgs. Socially competent children are better able to learn and thrive. This book offers principles and strategies to guide teachers in strengthening children's social skills and avoiding common, well-intentioned practices that actually undermine children's social development.

93. **Listening to children: Talking with children about difficult issues.** Nancy Close. Boston, MA: Allyn and Bacon, 2002. 119 pgs. Parents and teachers need to have faith in and respect for what children have to tell us and respond to them appropriately and respectfully. The author shares ways to help children aged 2 to 5 tell us about issues that are important to them: fears, anger and aggression, siblings, birth and death, wishes and disappointments, growing up, and learning about the world. She also gives developmental information about each issue so we can comfortably speak to children at their level and not overwhelm them, or ask them too much, or give them more information than they can handle.

94. **The optimistic classroom: Creative ways to give children hope.** Debbie Hewitt and Sandra Heidemann. St. Paul, MN: Redleaf Press, 1998. 244 pgs. An excellent book for planning nurturing activities that build community in groups and resiliency in individuals.

95. **Please don't sit on the kids: Alternatives to punitive discipline.** 2nd ed. Clare Cherry and Diane Miller Nielsen. Fearon/Janus/Quercus, 2002. 128 pgs. Excellent resource for developing your group management and individual guidance skills. Explains why children misbehave and gives alternatives to punitive discipline.

96. **Positive discipline for preschoolers: For their early years—Raising children who are responsible, respectful, and resourceful.** 2nd ed. Jane Nelsen and Roslyn Duffy. Rocklin, CA: Prima Pub, 1998. 351 pgs. Advice on how to prevent misbehavior through nonpunitive discipline rather than punishment, avoid power struggles, and instill valuable social skills and positive behavior.

97. **Practical solutions to practically every problem The early childhood teacher's manual.** Rev. ed. Steffen Saifer. St. Paul, MN: Redleaf Press, 2003. 213 pgs. Biting children. Late parents. Noisy naptimes. This book weaves lots of information on child development into its answers on how to handle and prevent practically every problem that child care providers face. The revised edition includes new topics such as: working with English language learners, helping children deal with traumatic life events, using assessment and accountability, working with mixed-age groups, and using computers in the classroom. Each chapter also includes an updated resource list and a list of new Web-based resources.



98. **Teaching young children in violent times: Building a peaceable classroom.** Diane E. Levin. Cambridge, MA: Educators for Social Responsibility, 1994. 193 pgs. This violence prevention and conflict resolution guide will help you create a classroom where preschool through grade three children learn peaceful, respectful, safe alternatives to the violent behaviors modeled for them in the media and beyond.
99. **The values book: Teaching 17 basic values to young children.** Pam Schiller and Tamera Bryant. Beltsville, MD: Gryphon House, 1998. 167 pgs. Activities and discussion ideas for adults to use in helping children build character.

School-Age Children

100. **The bully free classroom: Over 100 tips and strategies for teachers k-8.** Allan L. Beane. Minneapolis, MN: Free Spirit, 1999. 168 pgs. Bullying is a serious problem; here are things you can do to stop it and prevent it.
101. **But they spit, scratch, and swear!: The do's and don'ts of behavior guidance with school-age children.** Mary Steiner Whelan. Minneapolis, MN: A-ha communications, 2000. 382 pgs. Excellent book of behavior guidance do's and don'ts written especially for school-age child care providers.
102. **Conscious discipline: 7 basic skills for brain smart classroom management.** Becky Bailey. Oviedo, FL: Loving Guidance, 2000. 263 pgs. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum based on brain research, child development information, and developmentally appropriate practices. It replaces the traditional fear-based compliance model of discipline with a relationship-based community model of classroom management. Conscious Discipline has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children.
103. **Discipline in school-age care: Control the climate, not the children.** Dale Borman Fink. Nashville, TN: School-Age Notes, 1995. 43 pgs. When there are chronic behavior problems, is there something about the environment which can be changed to improve behavior?
104. **Discipline that works: 5 simple steps.** Joyce Divinyi. Peachtree City, GA: Wellness Connection, 2003. 117 pgs. Discipline helps young people learn from their mistakes by teaching them self-awareness and self-control skills and new ways to handle difficult situations. This books breaks discipline down into five steps: think feelings, ask questions, teach skills, repeat short phrases, focus on the positive.
105. **A guidance approach for the encouraging classroom.** 2nd ed. Daniel Gartrell. Albany, NY: Delmar, 1998. 416 pgs. This textbook uses positive guidance theory to explain mistaken behavior in children ages 3-8. The author stresses classroom management skills and parent communication and includes practical techniques for working out fair and consistent intervention and conflict resolution.
106. **How to play with kids: A powerful field-tested nuts & bolts condensed guide to unleash and improve your "kid-relating" skills.** 2nd ed. Jim Therrell. Austin, TX: Play Today Press, 1992. 119 pgs. Play leadership techniques for group games with school-agers, tips for improving your kid-relating skills, and lots of activities. This revised edition includes a special section on establishing behavioral guidelines and developing pro-active discipline through consensus.
107. **Learning the skills of anger management: Ready-to-use lessons for the elementary grades.** Terri Akin. Torrance, CA: Jalmar Press, 2001. 92 pgs. Practical step-by-step program for teaching anger management to kids in grades 2-6. Not a quick activity book, but rather a comprehensive group-based program for recognizing, appropriately expressing, and controlling angry feelings.

108. **Positive discipline in the classroom.** 2nd ed. Jane Nelsen, Lynn Lott, H. Stephen Glenn. Rocklin, CA: Prima Publishing, 1997. 221 pgs. How to use class meetings and other positive discipline strategies effectively and create a classroom climate that enhances academic learning.
109. **Teaching with love & logic : Taking control of the classroom.** Jim Fay and David Funk. Golden, CO: Love and Logic Press, 1995. 399 pgs. Solid, practical advice for teachers on how to create a school environment in which students can develop their own sense of self-discipline and independent problem-solving skills.
110. **There's gotta be a better way: Discipline that works!** Rev. ed. Becky Bailey. Oviedo, FL: Loving Guidance, Inc, 1997. 325 pgs. A humorous and enlightening way to uncover damaging beliefs adults hold about themselves and children, and then use that understanding to teach children to meet their needs in socially acceptable ways without adults being too controlling or permissive.
111. **What the kids said today: Using classroom conversations to become a better teacher.** Daniel Gartrell. St. Paul, MN: Redleaf Press, 2000. 212 pgs. 145 evocative stories by early childhood staff, each recounting a conversation with a child and how the teacher used her observations and reflections to help the children build an atmosphere of community and encouragement in the classroom.

Children with Special Needs

112. **The challenging child: Understanding, raising, and enjoying the five "difficult" types of children.** Stanley I. Greenspan. Reading, MA: Perseus Books, 1995. 318 pgs. A well-respected child psychiatrist describes specific parenting patterns that will help children with each of five different personality patterns: highly sensitive, self-absorbed, defiant, inattentive, and active/aggressive.
113. **Good kids, difficult behavior.** Joyce E. Divinyi. Peachtree City, GA: Wellness Connection, 1997. 147 pgs. Drawing on her 20 years of experience working with troubled kids, a psychotherapist explains why traditional, punishment-oriented disciplinary methods often backfire with difficult children. She presents simple, effective new strategies for working or living with difficult kids, strategies designed to meet the professional's needs as well as the child's needs.
114. **Love & logic solutions for kids with special needs.** David Funk. Golden, CO: Love and Logic Press, 2002. 258 pgs. An author with many years experience in special education uses stories to show school teachers and others how to gain the cooperation of students with special needs and bring out the best in these special kids.
115. **A matter of trust: Connecting teachers and learners in the early childhood classroom.** Carollee Howes and Sharon Ritchie. New York: Teachers College Press, 2002. 169 pgs. The authors, a developmental psychologist and a teacher educator, show how teachers can develop positive relationships with children whose previous child-adult relationships have been very troubled. Using attachment theory, they maintain that when children grow up in difficult life circumstances, their ability to learn and form successful classroom communities depends upon negotiating a trusting relationship with the teacher.
116. **Parenting through crisis: Helping kids in times of loss, grief, and change.** Barbara Coloroso. New York: HarperCollins, 2000. 262 pgs. Shows parents how to help children find a way through grief and sorrow during the difficult times of death, illness, divorce, and other upheavals. At the heart of Coloroso's approach is what she calls the TAO of Family, TAO being an acronym for the three things we need when our lives are thrown into chaos: Time, Affection, and Optimism.

117. **Practical ideas for addressing challenging behaviors.** Division for Early Childhood of the Council for Exceptional Children. Longmont, CO: Sopris West, 1999. 76 pgs. A collection of articles on how to address the challenging behaviors of exceptional children without removing them from regular, inclusive classrooms.



From a Parent's Point of View

118. **Discipline the Brazelton way.** T. Berry Brazelton and Joshua D. Sparrow. Cambridge, MA: Perseus Publishing, 2003. 160 pgs. A small book packed with effective solutions for all the common behavior problems. Lots of good, experienced advice about ways to encourage empathy, self-discipline, and moral development.
119. **Easy to love, difficult to discipline: The seven basic skills for turning conflict into cooperation.** Becky Bailey. New York: William Morrow, 2000. 285 pgs. Bailey, a developmental psychologist, contends that the difficult but rewarding task of guiding children's behavior starts only when parents are able to discipline themselves and become models of self-control. By following the author's "7 Powers for Self-Control" (attention, love, acceptance, perception, intention, free will, and unity), a parent will be equipped to use the "7 Basic Discipline Skills" (composure, assertiveness, choices, encouragement, positive intent, empathy, and consequences).
120. **Humor, play & laughter: Stress-proofing life with your kids.** Joseph Michelli. Golden, CO: Love and Logic Press, 1998. 193 pgs. Appreciating and nurturing humor, play, laughter, and joy in your children and yourself.
121. **Kids are worth it!: Giving your child the gift of inner discipline.** Barbara Coloroso. New York: Avon Books, 1995. 253 pgs. Practical advice for parents of toddlers through teenagers on how to use the ordinary situations of family life (chores, mealtime, sibling rivalry, toilet training, bedtime, allowances) to create a home environment in which kids can develop their own sense of inner discipline.
122. **Parenting with love and logic: Teaching children responsibility.** Foster W. Cline and Jim Fay. Colorado Springs, CO: Pinon Press, 1990. 229 pgs. Kids learn responsibility best when given a task and allowed to make their own choices - and to fail - while the cost of failure is still small. This book first lays out general ideas about parenting with love and logic, and then applies them to 41 specific problems.
123. **Teach your children well: A parent's guide to encouraging character and integrity.** Madelyn Swift and Victoria Mathies. Southlake, TX: Childright, 2001. 159 pgs. How to use love, discipline, stories, conversation, books, hugs, whatever you can find and whatever it takes to help children develop good character, the desire to do the right thing simply because it is the right thing, and the personal integrity and wherewithal to act upon their convictions.

Audiovisual Materials-to-Borrow

Annotations by Glenna Carter, CCIC Acquisitions Librarian



- 124. Children and conflict: An opportunity for learning in the early childhood classroom.** Boise, ID: Child Care Connections, 2000. VHS, color, 15 min. + manual + 2 guides. Professional development materials to help teachers of young children understand the role of conflict in education and know how to respond effectively to it.
- 125. Discipline and the physical environment.** Lubbock, TX: Creative Educational Video Inc., 1994. VHS, color, 25 min. + study guide. Children play in the same classroom arranged three different ways to show how appropriate room arrangement facilitates guidance by positively affecting children's behavior.
- 126. Discipline, stress, and the human environment.** Lubbock, TX: Creative Educational Video, 1994. VHS, color, 30 min. + study guide. Illustrates ways in which stress felt by caregivers can cause children to behave badly and how bringing stress into the child care environment affects the whole system because "we see what we feel". We learn what causes stress, who is at risk, positive and negative effects of stress and ways to handle work stress.
- 127. Discipline: Teaching limits with love.** Beverly Hills, CA: I Am Your Child Foundation, 1999. VHS, color, 28 min. Dr. T. Berry Brazelton, America's foremost pediatrician, shows parents that setting limits is not punishment, but a loving way to teach a child how to control his or her own behavior. He includes many ideas for gently and firmly setting limits for children from birth through three years old.
- 128. How caring relationships support self-regulation.** By Marie Goulet, George Brown College. Toronto, Ontario: Marie Goulet, 1998. VHS, color, 68 min. + video guide. Excellent video on how children develop self-regulation through their relationships and interactions with caregivers. Wonderful footage from child care settings shows caregiver practices that support self-regulation in infants, toddlers, preschoolers, and school-agers.
- 129. It's mine!: Responding to problems and conflicts.** Ypsilanti, MI: High/Scope Press, 2003. VHS, color, 40 min. + guide. Provides strategies caregivers can use to respond sensitively and positively to children's social conflicts. Strategies for problem prevention, positive limit-setting, and resolving conflicts to help children begin to develop important social, language, and reasoning abilities.
- Preventing discipline problems.** Beaverton, OR: Educational Productions, Inc., 1999. 6 VHS, color, 27 min. videotapes + 3 facilitator's guides + 3 viewer's guides. Excellent series for adults working with children ages 3-8. Each of three units pairs a teaching video with an interactive practice video. Each teaching video shows discipline prevention strategies from real life classrooms. Each practice video contains interactive exercises that challenge us to try out and refine what we've just learned and prepare to redirect energy from coping with discipline problems to preventing them. Flexible training packets include many useful print materials and work well for group training or self-study. Units are loaned individually.
- 130. Unit 1. Building a prevention strategy: Getting proactive - getting results.** Smoothly running classrooms look like they require little effort from teachers, but this tape shows us there's really a powerful prevention strategy at work. Teachers don't wait for conflict to erupt. Instead they work at identifying the positive behaviors that help keep disruptions and conflicts to a minimum, they create rules and goals that transmit clear expectations, and they encourage and promote prosocial behaviors.
- 131. Unit 2. Supporting transitions: Easing the troublespots.** Transitions are the most disruptive times of the day. This video looks at transitions from the child's perspective and teaches us how to prepare children for transitions, give environmental cues to help children focus, and apply techniques that replace the waiting and boredom of transitions with novelty and interest.

132. Unit 3. Nurturing responsible behavior: A foundation for guidance. Helping children develop responsible behaviors is a key element in preventing discipline problems. We see how to start this process by turning many of the requests and problems children bring us into simple tasks they can handle. We learn how to recognize situations where children can take responsibility, the importance of giving children time before offering help, how to ask questions and use cues that encourage children to take action, and strategies that support each child's success.

133. Raising resilient children featuring psychologists Dr. Robert Brooks & Dr. Sam Goldstein. Baltimore, MD: Paul H. Brookes Pub., 2001. VHS, color, 70 min. + guide. Offers seven guidelines to help parents develop the skills necessary to foster a resilient mindset in their children.

Reframing discipline. Beaverton, OR: Educational Productions, Inc., 1997. 6 VHS, color, 25 min. videotapes + 3 facilitator's guides + 3 viewer's guides. Excellent guidance and discipline series for all adults working with children from three to eight. Each of the three units pairs a teaching video with an interactive practice video. The teaching video shows real life classroom struggles and positive discipline in action. Each practice video gives viewers a chance to examine attitudes, learn new skills, and practice with vivid classroom footage. The flexible training packet includes many useful print materials and works well for group training or self-study.

134. Unit 1. Doing the groundwork. This program addresses the frustration and concerns teachers have when their discipline efforts aren't working. It examines several attitudes that make it difficult to use discipline sensitively and effectively with children 3 to 8. The Teaching Video shows how teachers often get stuck in a reactive mode, stopping the same misbehavior again and again, without helping children learn more appropriate behaviors. The Practice Video helps viewers reflect upon their own reactions to these points and begin to reframe their own core beliefs about discipline.

135. Unit 2. Connecting with every child. The key to successful discipline is the relationship we have with a child. We easily make connections with children who cooperate and try to please, but without realizing it, we may avoid others who constantly act out or "push our buttons." This video teaches one of the most powerful techniques for connecting with children: acknowledging what they think, what they do and what they feel. The Practice Video contains exercises that help viewers examine more fully and practice what they have just learned.

136. Unit 3: Understanding difficult behavior. Repeated misbehavior has meaning, and for successful interventions we need to ask "Why does he do that?" rather than leaping right to the question "What should I do?" A great deal of children's misbehavior sends one of the following three messages: I have an unmet need; I lack the skills; There's a lack of fit. The practice tape helps us decipher a child's message by developing questioning strategies to discover why the child might be misbehaving.

6 core strengths. Bruce Duncan Perry. Gilbert, AZ: LinkLetter Media, 2004. 7 VHS, color videotapes + teacher's guide.

137. Tape 1. Developing potential. (26 min.) Dr. Bruce D. Perry, an internationally recognized authority on children, discusses the six core strengths—attachment, self-regulation, affiliation, awareness, tolerance, and respect—that build on each other to help ensure children's physical, mental, and social health. He says it's vitally important that parents, caregivers, teachers, and others provide the experiences children need to develop these strengths.

138. Tape 2. Attachment. (20 min.) Dr. Bruce Perry discusses attachment, the capacity to form and maintain healthy emotional bonds with another person, and the cornerstone of all the other core strengths. Attachment is first acquired in infancy, as a child interacts with loving, responsive, and attentive parents and caregivers. It allows a child to love, to become a good friend, and to have a positive and useful model for future relationships. As a child grows, other consistent and nurturing adults such as teachers, family friends, and relatives will shape his ability to develop attachments.

- 139. Tape 3. Self-regulation.** (24 min.) Dr. Bruce Perry discusses self-regulation, the ability to notice and control primary urges such as hunger and sleep as well as feelings of frustration, anger, and fear. The roots of self-regulation begin with the external regulation provided by parents or significant caregivers, and its healthy growth depends on a child's experience and the maturation of the brain. Pausing a moment between an impulse and an action is a strength that must be learned; we are not born with it.
- 140. Tape 4. Affiliation.** (16 min.) Dr. Bruce Perry discusses affiliation, the capacity to join others and contribute to a group. Affiliation is the glue for healthy human functioning, allowing us to form and maintain relationships with others and to create something stronger, more adaptive, and more creative than the individual. The family is the child's first and most important group. Later children join groups based on circumstance or common interests, and in these groups have thousands of brief emotional, social, and cognitive experiences that can help shape their development.
- 141. Tape 5. Awareness.** (18 min.) Dr. Bruce Perry discusses awareness, the ability to recognize the needs, interests, strengths, and values of others. Infants begin life self-absorbed and slowly develop awareness, the ability to see beyond themselves and to sense and categorize the other people in their world. An aware child learns about the needs and complexities of others by watching, listening, and forming relationships with a variety of children, seeing the ways we are all alike and different. With experience, a child can learn to reject stereotypes and be much less likely to exclude others from a group, to tease, or to act in a violent way.
- 142. Tape 6. Tolerance.** (16 min.) Dr. Bruce Perry discusses tolerance, the capacity to understand and accept how others are different from you. To become tolerant, a child must first face the natural fear of differences. This can be a challenge because children tend to affiliate based on similarities in age, interests, families, or cultures. But children can learn to reach out and be more sensitive to others by watching how the adults in their lives relate to one another. With positive modeling, caregivers can insure and build on children's tolerance. The tolerant child is more flexible and adaptive in many ways, and as he learns to accept difference in others, he becomes able to value the things that make each of us special and unique.
- 143. Tape 7. Respect.** (26 min.) Dr. Bruce Perry discusses respect, appreciating the worth in yourself and in others. Respect grows from the foundation of the preceding five strengths: an aware, tolerant child with good affiliation, attachment, and self-regulation gains respect naturally in a lifelong process with its roots in early childhood. Children will belong to many groups, meet many kinds of people, and will need to be able to listen, negotiate, compromise, and cooperate. Having respect enables a child to accept others and to see the value in diversity. He can see that every group needs many styles and many strengths to succeed and he can value each person in the group for her talents. When children respect—and even celebrate—diversity, they find the world to be a more interesting, complex, and safe place. Just as understanding replaces ignorance, respect replaces fear.
- 144. Supporting children in resolving conflicts.** Ypsilanti, MI: High/Scope Press, 1998. VHS, color, 24 min. + guide. This video teaches six problem-solving steps adults can use to help preschool children resolve conflicts successfully and at the same time learn social, language, and cognitive skills they will use throughout their lives. The problem-solving process is demonstrated with real scenes of successful conflict resolution from a New York City Head Start Center and from the High/Scope Demonstration Preschool.
- 145. What do you do with the mad that you feel? Helping children manage anger and learn self control; A training workshop for child care providers.** With Fred Rogers. Pittsburgh, PA: Family Communications, Inc, 1998. VHS, color, 16 min. + 1 trainer's manual for a 2 1/2 hour workshop. Children need to trust deep down that adults will help them express anger in socially acceptable ways that don't hurt anyone and may even make things better. This video includes materials to conduct a workshop for 12 to 30 child care providers to help demonstrate that controlling angry feelings is a skill toddlers and preschoolers learn from people who care for them and that children must develop self control in order to find healthy outlets for anger.

There are many free publications that conveniently come to you by email or that you can access by going to listed websites. Many of these newsletters offer activity ideas, games and storypages created by knowledgeable child development specialists. Others let you know about trends, issues and policies that affect the early care and education career field. Some of these are:

Learning Resources offers free parent and teacher e-newsletters which include playtime tips, age-appropriate toy suggestions, homework helpers, classroom management tips, creative teaching tips, upcoming educational conferences, new product announcements, special offers and promotions, and online focus groups. www.learningresources.com

Experiential Educator, by Learned Enterprises International, Inc., Cambridge, Wisconsin, 1-800-462-0411. Designed for teachers, counselors, principals, or "anyone interested in experiential learning and hands-on learning initiatives and projects." www.experientialeducator.com

The Wisconsin Initiative for Infant Mental Health (WIIMH) Newsletter, offers monthly articles, upcoming events, resources, and current activities of WIIMH. Parents, teachers and professionals subscribe by emailing Julie Bark, julie.infantmh@tds.net, or phoning (608) 442-0360, with comments, suggestions, announcements of upcoming events, news and links to resources that may be useful in gaining information on infant mental health. <http://www.wiimh.org>

The MCH Alert, by National Center for Education in Maternal and Child Health, abstracts current research findings, policies, and programs in the field of maternal and child health. <http://www.mchlibrary.info/alert>

Rights, Raises, Respect: News and Issues for the Early Care and Education Workforce, by the Center for the Child Care Workforce (CCW), a project of the American Federation of Teachers Educational Foundation. <http://www.ccw.org/index.html>



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Grant Information

<http://www.schoolgrants.org>

<http://www.ojjdp.ncjrs.org/grants/safeschools.html>

<http://www.channing-bete.com/positiveyouth/pages/funding/funding.html>

The Maternal and Child Health Library: A virtual guide to MCH information

Visit the Maternal and Child Health Library (<http://www.mchlibrary.info>) to find a virtual guide to maternal and child health information. It offers databases, publications, resource lists, Web links, the *MCH Alert* newsletter, and other resources developed for health professionals, families, and consumers. To view an index of topics, such as oral health, domestic violence, postpartum depression, adolescent violence prevention, and obesity in children and adolescents, go to: <http://www.mchlibrary.info/KnowledgePaths/index.html>.

The MCH Library located at the National Center for Education in Maternal and Child Health (NCEMCH) at Georgetown University in Washington, DC, welcomes your comments and suggestions as they "continue to improve site usability, collect new resources, and highlight MCH efforts as they take shape across the nation. We hope you visit us often." E-mail: mchlibrary@ncemch.org

IDEAS

Fun With Senses- Hot Cold Clammy

Ice Candles

Spherical:

Fill a balloon with water and then blow it up. The water should be about halfway up the inside of the balloon. Tie it shut. Set it outside in the snow or in the sandbox until it is frozen. If it is the wrong time of year for that or it is not that cold outside, use your freezer. When frozen, pop the balloon. Remove the ice. Scrape out a hole in the top center of the ice hemisphere and set a tea candle in the hole.

Cubical:

Cut the top part off a paper milk carton, giving you an even opening and top edge. Fill it with water. Fill a clean used yoghurt cup with pea gravel or stones. Put this into the milk carton. There should be enough gravel in the cup to weigh it down but not so much that it sinks to the bottom. The rim of the cup should be about level with the edge of the milk carton. Put the milk carton in the freezer or outside to freeze. When frozen, peel off the carton and take out the gravel-filled yoghurt cup. Put a tea candle in the hole left by the cup.

For variation, add a few drops of tempera paint to the water before freezing.

Arrange the ice candles outside where children can view them from the mealtable. Light the candles and ooh and aah over the glowing construction.

Squishy Bags

These are engaging experiments that will delight all ages. Once made, they can also provide soothing distractions during waiting situations.

Version 1:

Fill a sturdy resealable plastic bag half full with water or baby oil. Drop in sequins or confetti in a variety of smooth shapes, sizes and colors. Squeeze out the extra air when sealing the bag. Squish the bag to make the sequins move around.

Version 2:

Drop a spoonful of finger paint into a sturdy resealable plastic bag. Squeeze out the extra air when sealing the bag. Spread the paint by pressing the sides of the bag together. Using your fingers against the plastic, draw pictures on the bag. See what happens when a small truck or car is driven across the bag.

Version 3:

Spray a glob of shaving cream into a sturdy resealable plastic bag. Add food coloring and a few drops of water. Squeeze out the extra air when sealing the bag. Squish the bag around and watch the mixture change color.

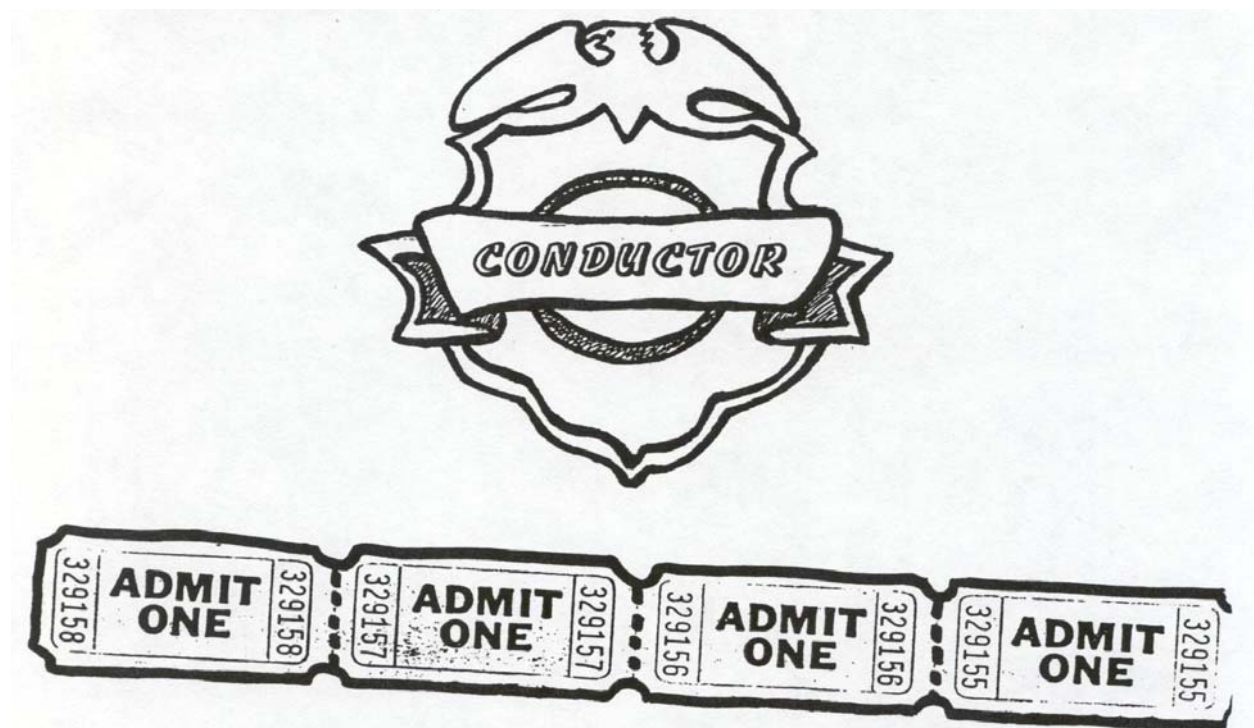
Version 4:

Spray a glob of shaving cream into a sturdy resealable plastic bag. Add flour and a few drops of water. Squeeze out the extra air when sealing the bag. Squish the bag around and watch the mixture change consistency.

Mixed-age groups can have fun with creative dramatics and putting on shows. Practicing hero-like behaviors, happy endings and problem-solving in play empowers children. Here is a theme and a few props to get started...

The Little Engine That Could

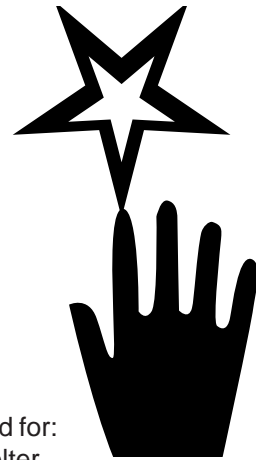
Borrow from your library the book, "The Little Engine That Could." Talk to your children about the little engine who was brave and "thought it could" even when others gave up. Line chairs up in the house to make a train and use the tickets for the passengers. A conductor's hat can be made by putting a paper band with the conductor's badge on it to the crown of a hat. Playing train and remembering and retelling the story will help your child recall details and think about the meaning of the story.



Photocopy the conductor's badge and tickets. Children may cut them out. Provide a strip of paper for making a headband to which the badge may be pasted or taped. More than one child may play the part of conductor. Be ready to play the story again and again.

Adapted from "Makers" Family Literacy Activities Based on Children's Literature. Janis Berg & Judith Ecker. Madison, WI. Cranesbill Publishing, 1996. Available to borrow from CCIC, 1-800-362-7353.

Our Greatest Treasures



Children are a precious gift,
An affirmation of the miracle of Life,
A glimpse of the sacred and pure.

But a delicate treasure they are:
So innocent, so dependant, so vulnerable.
They trust in us to keep them safe.

How then shall we care for these greatest of treasures?
With patience and nurturance,
With kindness, gentleness and compassion.

Make sure that their basic needs are provided for:
Healthy meals, proper clothing, and safe shelter.
Keep them cool in the Summer, warm in the Winter.

Comfort them when they cry, when they hurt.
Carry them when they are tired or weak.
Care for them when they are sick.

Protect them from harm.
Carefully choose in whose watch they are kept.
Be not silent when you witness *any* child abused or neglected.

Don't turn away from a child in need,
Even if he or she is not your own.

For we all suffer when we abdicate our responsibility to the young.

Don't let children walk blindly into unsafe territory,
Share your own life experiences as aged, tested wisdom,
Let them benefit from the lessons you have learned.

Yet, don't over-protect or push them to unreal expectations.

Rather, let each grow according to his or her individual self,
Each to their own pace and capacity, to their own unique nature.

Allow them to try, even to fall and make mistakes.
Allow them to accept consequences and learn responsibility.
When they fall, help them get up with renewed spirit.

Encourage them to dream, to play, to create, to feel.

Respect their attempts for individuality and independence -

Traits that will serve them well in our challenging world.

Listen to them and allow them to be heard; respect their opinions.
Don't coldly invalidate their thoughts or deny their feelings or fears.
Believe in them and help them believe in themselves.

Push for personal excellence, but never for perfection.

Reward sincere effort, irrespective of outcome.

Acknowledge that even "failures" are still valid attempts.

Read good stories, sing together, laugh together, learn together.
Enjoy the beauty of nature together.
Spend quality time together.

Encourage their questions, their curiosities.

Let no question be stupid or unaskable.

Don't be afraid to say, "I'm not sure, but that's a good question!"

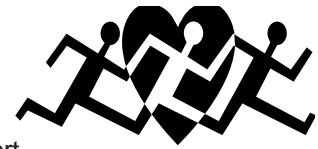
Never be too proud to say, "I made a mistake."
Be quick to say "I'm sorry."

Always encourage communication and forgiveness.

Realize that, like adults, children have both better and worse days.

Always be patient.

Be abundant in forgiveness by looking not backward but forward.



Don't accentuate their disabilities or weaknesses.
Instead stress their abilities and strengths,
Who they *are* rather than who they are not.

Give unconditional love, praise and support.
For demeaning criticism is destructive,
While praise to children is like sunshine and water to flowers.

Help them build good character and virtue:
Responsibility, self discipline, honesty and compassion.
Let them learn from your sterling good example.

Teach them how to choose good friends,
And how to *be* a good friend.
Show them skills how to avoid negative influences.

Don't force or coerce faith,
Rather provide religious inspiration and moral consistency
That they will intuitively want to emulate.

Provide them with tools to be emotionally resilient.
Teach them skills to keep them buoyant
Through the stormy waves we know life can sometimes bring.

Teach them not to deny the negative.
But to keep mostly focused on the positive.
Help them explore and feel life's refreshing wonders.

Help them to have courage in the face of challenge and handicap.
For those with especially sensitive souls,
Teach them to protect their vulnerabilities.

Sure, set limits and standards.
Provide structure, goals and appropriate discipline.
But always in gentle fairness and never in anger.

If you've had a particularly hard day, which we all do,
Let your frustration or anger cool.
Communicate to your child, "I'm having a difficult day today."

If you're feeling pressure, don't take it out on a child.
Abuse and neglect - whether physical or emotional - is cruel.
Children are not dumping grounds for adults' problems.

If you have suffered abuse in your childhood,
Defy those who abused by stopping the cycle of abuse, now.
Get professional and pastoral help, as needed, to heal and grow.

Let your child see parents who relate to each other with love.
Who share and give to one another without control,
Who resolve conflicts with respect, mutuality and affection.

Build a home of warmth, of wisdom, of faith, of love, of peace.
Let your voice - inside and outside the home - be gentle and kind,
Let your home be a hermitage of safe and joyous refuge.

Children are life's greatest treasures.
Not only for what they give us,
But also for the goodness within ourselves they help us discover.

Celebrate each child simply for who he or she is.
For every child is life itself,
In each child is our hope for a better tomorrow.

So, care well for these greatest treasures.
In doing so, children reconnect us to our own selves, our own souls.
Indeed, children reconnect us to God.



*By Zimmy Zimberg, from the book
"Zimmy's Guide to ALL KIDS NEED"
ISBN 1-928995-00-4
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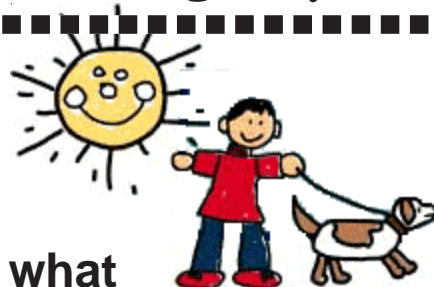
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to order? Just call!**



♥ **Books and videos are library items.** To borrow books and videos directly from CCIC, anyone in Wisconsin working in the field of child care and early childhood education may contact us. We will ship the book or video to you. Your only expense will be the cost of mailing the item back to us at the end of the loan period: two weeks for books and one week for videos.

■ Items are sent a few at a time, depending on when they become available and whether you still have items checked out. Items featured in newsletters are popular and you may have to wait to receive them. Let us know if you will accept a substitution or need information on this topic immediately.

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